

Protocol for Deepening Understanding: Whole Person Learning

One way to facilitate deep professional learning is to use structured conversations or protocols to draw from the wisdom of your team.

Protocols that focus on lessons or units created by teachers can be a rich source of shared wisdom. There is *no sage on the stage*. Rather, guided by a protocol (a structured conversation) teach one another. The teacher leader plays a key role:

- Facilitating the conversation, assuring productive talking and listening
- Assuring safe space where everyone shares and learns
- Promoting inquiry, delve into key questions, avoids (training, development)
- Sharing experience and knowledge for guidance, but does not provide the answers

Protocol Sample: The following questions guide a discussion about whole person learning. It uses as text an existing unit (a sample of work from your team) so teachers deepen understanding and apply a whole person learning framework. Three to four people should be grouped together for the protocol.

Step One review Outcomes: (10 minutes) Review the whole person learning outcomes. Questions to consider:

- a. To what extent are they age appropriate?
- b. To what extent are they aligned to the long term priority goal?
- c. In what ways are they focused and coherent?
- d. To what extent are the prompts robust enough to capture change and growth over time?
- e. What else should be asking to see if these are worthy and measurable outcomes?

Step Two review a unit for alignment: (10 minutes) Read through the unit. Look for evidence that the educator applied a whole person learning framework. Assign each person one question for review. (e.g. One person looks for knowledge, another looks for real life experience).

0 Circle evidence that the educator asked:

1. What are the knowledge and skills needed to participate in a real life Jewish experience?

Underline evidence the educator asked:

2. What are the real life Jewish experiences learners will be actively participate in and shape?

**Star evidence the educator asked:*

3. How will learners use their knowledge and skills and reflect on their experience to articulate emerging beliefs and values?

***Double star evidence the educator asked:*

4. How will learners build long lasting and caring relationships throughout the community/with God?

Step Three Report Out: (10 minutes) Participants share evidence that the unit reflects principles of a whole person learning framework.

1. Where did you see evidence that this unit would enable learners to gain knowledge and skills named in the outcomes/noticing targets?
2. Where did you see evidence that this unit would enable learners to increase their sense of belonging as named in the outcomes/noticing targets?
3. Where did you see evidence that this unit would enable learners to actively engage in real Jewish life as described in the outcomes/noticing targets?
4. Where did you see evidence that this unit would enable learners to reflect and express their beliefs and values as described in the outcomes/noticing targets?

Step Four Make it More Powerful: (10 minutes) In pairs review for suggestions. Together respond to:

- How can the unit be strengthened?
- What advice would you give the unit designer to better reach the outcomes?

Step Five Report Out (10 minutes) Each participant shares ideas to strengthen alignment to the learner outcomes/ noticing targets and whole person learning. Decide together how the unit could be improved (e.g. clearer, different noticing targets, more attention to developing a domain (e.g. knowledge or belonging),)

Step Six Reflection and Take Away: (10 minutes) As a team you are applying the whole person learning framework

- What advice do you have for creating whole person learning?
- What is one practical step a teacher can take to apply whole person learning?